



OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

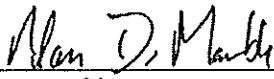
Sponsoring Institution (s): Missouri Southern State University
Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions).

Program Title: Curriculum & Instruction
Degree/Certificate: Master of Science in Education, Curriculum & Instruction
Institution Granting Degree: Missouri Southern State University
Delivery Site(s): Site 1: McDonald County Instructional Center (Crowder College); Site 2: Nevada Instructional Center (Crowder College); Site 3: Webb City School District R-7
Mode of Program Delivery: Traditional, Hybrid, Online

Geographic Location of Student Access: Site 1: McDonald County Instructional Center (Crowder College), 600 West Edwards Place, Nevada, MO 64772; Site 2: McDonald County Instructional Center (Crowder College), 194 College Road, Jane, MO 64856; Site 3: Webb City School District R-7, 411 North Madison, Webb City, MO 64780

CIP Classification: 13.0301 (Please provide CIP code)
Implementation Date: Fall 2015
Semester and Year
Cooperative Partners: Crowder College (McDonald County and Nevada campuses)

AUTHORIZATION

Dr. Alan Marble, President		9-26-14
Name/Title of Institutional Officer	Signature	Date
Dr. Crystal Lemmons, Assistant VPAA		417.625.9592
Person to Contact for More Information	Telephone	

Duplication and Collaboration

There are 26 private colleges and universities with teaching programs in Missouri. And, there are 26 public colleges and universities with programs. Joplin (MSSU) ranks in the top ten for producing teaching graduates. The following chart illustrates the program offerings at each level. In Missouri twenty-two institutions offer programs at the Master's level.

Teaching Program Offerings in Missouri by Degree Level	
Degree Level	Programs Count
Teaching Certificate in Missouri	0
Teaching Associates Degree in Missouri	18
Teaching Bachelor's Degree in Missouri	37
Teaching Master's Degree in Missouri	22
Teaching Doctoral Degree in Missouri	5

It is important to note that within our service region the nearest institution in Missouri offering Masters Degrees is an hour to hour and a half away (75-100 hundred miles). There is a great need for MSSU to provide this educational service for our region of SW Missouri. This region, mostly rural, consists of a fourteen county area from the Arkansas, Oklahoma, and Kansas borders. The constraints on both the teachers' time and money could be alleviated by providing this degree and classes close to home. Data from recent graduates (FY13) indicated that if a graduate program was offered 90% reported being somewhat likely, very likely, of enrollment. Given the high cost of travel and time away from families due to travel, this identified need has merit.

In Missouri an estimated 4,455 students graduate from teaching schools every year. There are 57 teaching schools in Missouri if you are interested in pursuing credentials in the field of teaching. Tuition at Missouri's teaching schools is approximately \$11,261 per year for a degree in teaching. For many of our graduates the distance, tuition, and flexibility of scheduling are factors which often prevent them from pursuing a master's degree. Tuition at MSSU has always been the lowest tier for public 4 year institutions. Our ability to deliver a high quality program at a modest cost is an important variable to our population of students.

Although Missouri Southern is not collaborating with another institution to deliver curriculum for the degree program, we are partnering with Crowder College to offer the program at two of their campus locations. This partnership will strengthen the educational presence at both of these facilities. In addition, Missouri Southern is partnering with the Webb City school district, a local public high school, to make this program more easily accessible to local teachers.



For each site:

STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time					
Part Time	6	8	10	10	12
Total	6	8	10	10	12

Please provide a rationale regarding how student enrollment projections were calculated:

- Enrollment will not be capped in the future.
- These projections were derived in part from survey data provided by graduates (practicing teachers) and assistant superintendents within our service region.
- Through recruitment it is our goal to enroll a greater number than the totals from above.
- Enrollment projections are conservatively being based on approximately twenty-five percent of our current undergraduate program completers per semester.

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

B. Market Demand

In our service area, in smaller, rural school districts, teachers can be at a disadvantage when it comes to the logistics of working on advanced degrees. Teachers are typically required to serve as a coach and/or sponsor several extracurricular activities, both because the school district has to provide the activities and because the teachers use these additional assignments to supplement salaries that are typically lower than salaries in the larger, suburban districts. School district salary schedules typically provide for additional salary for those teachers who move over on the schedule by completing their graduate degree. The constraints on both the teachers' time and money could be somewhat alleviated by providing the classes "close to home". It is important to

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note that within our service region, the nearest institution in Missouri offering Masters' degrees is 75 to 100 miles away. Data from recent potential teacher education graduates indicated that if a graduate program was offered, 90 percent reported somewhat likely or very likely to enroll in such a program (2013 survey). Given the high cost of travel and time away from families due to travel, this identified need has merit. In Missouri, an estimated 4,455 students graduate from teacher education programs every year. There are 57 teacher education programs in Missouri. Missouri Southern ranks in the top ten for producing teacher education graduates. Tuition for Missouri teacher education programs is approximately \$11,261 per year. For many of our graduates, the distance, tuition, and flexibility of scheduling are factors which often prevent them from pursuing a master's degree. Tuition at Missouri Southern has always been in the lowest tier for public four-year institutions. Our ability to deliver a high quality program at a modest cost is an important variable to our population of students. Since some high-shortage areas have been forced to hire teachers without certifications or to instruct in areas outside of their certifications, preference is given to teachers with a Master of Arts in Teaching, a Master of Education or a similar graduate degree. In addition, a master's degree can facilitate higher salaries and more leadership opportunities for area educators. With the federal push for highly qualified teachers, a master's degree certainly gives candidates better opportunities. As the veteran teachers, who have delayed their retirements due to a lagging economy, prepare to exit the profession, new teachers with advanced degrees will be the first hired. In June 2010, Senate Bill 291 was passed, directing public school districts in Missouri to adopt teaching standards. While the districts are responsible for actually adopting standards, the Department of Elementary and Secondary Education was given the task of offering model standards for districts to use. The standards are based on theories of teaching and leading and indicate that effective educators are caring, reflective practitioners and lifelong learners. These educators continuously acquire new knowledge and skills and are constantly seeking to improve their practice to provide high academic achievement for all students. In particular Standard #8, QI 1, 2, and 3 of Professional Practice states: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. [SB 291 Section 161.380.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.] Quality Indicator 1: Self-assessment and improvement Quality Indicator 2: Professional learning Quality Indicator 3: Professional rights, responsibilities and ethical practice The professional continuum for both teachers and leaders describes the progression of skills and knowledge from a candidate preparing to teach to a new teacher and further on to the developing, proficient and distinguished levels. Candidate: This level describes

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the performance expected of a potential teacher preparing to enter the profession and who is enrolled in an approved educator preparation program at a college, university or state-approved alternate pathway. Content knowledge and teaching skills are developed through a progression of planned classroom and supervised clinical experiences. New Teacher: This level describes the performance expected of new teachers as they enter the profession in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in classrooms of their own. Developing Teacher: This level describes the performance expected of teachers early in their assignment as the teaching, content, knowledge and skills that they possess continue to develop as they encounter new experiences and expectations in the classroom, school, district and community while advancing student growth and achievement. Proficient Teacher: This level describes the performance expected of career, professional teachers who continue to advance their knowledge and skills while consistently advancing student growth and achievement. Distinguished Teacher: This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The distinguished teacher serves as a leader in the school, district and the profession. Missouri Model Teacher and Leader Standards. Adopted and approved by the Missouri State Board of Education: June 2011 In our service area, smaller, rural school districts teachers can be at a disadvantage when it comes to the logistics of working on advanced degrees. Teachers are typically required to serve as a coach and/or sponsor of several extracurricular activities, both because the school district has to provide the activities and because the teachers use these additional assignments to supplement salaries that are typically lower than salaries in the larger, suburban districts. The constraints on both the teachers' time and money could be at least somewhat alleviated by providing the classes 'close to home'. School district salary schedules typically provide for additional salary for those teachers who move over on the schedule by completing a graduate degree. In our service area, smaller, rural school districts teachers can be at a disadvantage when it comes to the logistics of working on advanced degrees. Teachers are typically required to serve as a coach and/or sponsor several extracurricular activities, both because the school district has to provide the activities and because the teachers use these additional assignments to supplement salaries that are typically lower than salaries in the larger, suburban districts. The constraints on both the teachers' time and money could be at least somewhat alleviated by providing the classes 'close to home'. School district salary schedules typically provide for additional salary for those teachers who move over on the schedule by completing a graduate degree.

C. Societal Need

Numerous publications have pointed to the growing public school enrollment and the need to maintain or improve service to students has increased the demand for highly trained teachers,

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perhaps more rapidly than existing sources can accommodate. The No Child Left Behind Act (NCLB) mandates that a highly qualified teacher be assigned to each class. This proposal takes that lofty goal a step further by helping put a master teacher in each class in the area served by Missouri Southern State University. In Missouri, the State Board of Education has made a strong commitment to close the achievement gap that exists among groups of school-age children. Research indicates that the most significant school-related factor in the academic success of children is the competency of their teachers. Missouri teachers have been provided incentives in the newly legislated certification system to complete two of three options: (1) acquire 10 years teaching experience, (2) attain National Board for Professional Teaching Standards certification, and (3) complete a master's degree. It is the intent of Missouri Southern State University to help teachers with their professional development by offering graduate programs. School districts have undergone a major organizational change and improvement with the implementation of the Professional Learning Committee. This new development has created a great need for highly trained professionals. Projections were made based on an analysis of survey data, prior experience in offering new programs, and changes in demographic structure of the area in the past decade. In a survey of area assistant superintendents conducted in 2012, 93.8 percent indicated that they would recommend that their districts' teachers pursue a graduate program at Missouri Southern. In addition, a survey of recent graduates conducted in 2013, showed that 67 percent expressed interest in pursuing a graduate program in curriculum and instruction, and 88 percent would recommend our program to their colleagues.



Building Missouri's future...by degrees

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Missouri Southern State University
Program Name Master's of Science in Education – Curriculum & Instruction
Date 9/23/13

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
 1. *A minimum overall grade point average of 3.00 on the undergraduate transcript.*
 2. *A minimum score of 280 on the combined verbal and quantitative sections of the Graduate Record Examination prior to admission, but no later than the end of the first trimester of enrollment.*
 3. *Completion of a supervised writing assessment conducted by the Department of Teacher Education during the first semester of enrollment.*
- Characteristics of a specific population to be served, if applicable.
Those needing expertise in curriculum & instruction, primarily primary and secondary educators.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Faculty who teach graduate courses must have a terminal degree in the appropriate discipline, or at least 60 or more graduate hours of work, suitable experience, and specific qualifications for teaching primarily 500 level courses.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
Approximately 25% of credit hours will be taught by full-time faculty; 75% will be taught by part-time faculty.
- Expectations for professional activities, special student contact, teaching/learning innovation.
Faculty will be expected to meet and maintain Missouri Southern State University standards to remain in good standing as graduate faculty members. All program courses have the same

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guidelines for assessing student learning, regardless of the method for instructional delivery (traditional classroom,, hybrid, or online).

Enrollment Projections

- Student FTE majoring in program by the end of five years.
Projected FTE at Missouri Southern State University is 12
- Percent of full time and part time enrollment by the end of five years.
This program is designed to be part-time for practitioners, therefore, 100% of the enrollment will be part-time.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
Based on needs assessment data: At three years: 10. At five years: 12.
- Special skills specific to the program.
Curriculum & Instruction component
- Proportion of students who will achieve licensing, certification, or registration.
Not applicable.
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
No national or state assessment is required as this is not a certification program, however, DESE competencies have been used to design this program. A comprehensive exam will be administered to assess program effectiveness.
- Placement rates in related fields, in other fields, unemployed.
At least 80% of graduates will be employed in PK-12 schools or a related field.
- Transfer rates, continuous study.
Candidates will progress through the program in cohorts.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.
This program is included in the Missouri Southern State University teacher education unit that is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Department of Elementary & Secondary Education (DESE).

Alumni and Employer Survey

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- Expected satisfaction rates for alumni, including timing and method of surveys.
*Alumni will be surveyed by mail or e-mail for the first three years following graduation.
Satisfaction rates similar to the high rates given to the undergraduate programs in teacher education are expected.*
- Expected satisfaction rates for employers, including timing and method of surveys.
*Employers will be surveyed by mail or e-mail for the first three years after graduation.
Satisfaction rates similar to the high rates given to the undergraduate programs in teacher education are expected.*

Oversight

The Master of Science in Education – Curriculum and Instruction program at these additional locations will be supervised by the Graduate Program Coordinator within the Department of Teacher Education with additional supervisory oversight by the Department Chair of Teacher Education and the Dean of the School of Education.

This program will be subjected to the same university program assessments currently in place. Missouri Southern utilizes a five-year cycle for each program to undergo a program review process every five years. A review panel consisting of three members is responsible for evaluating the program review and making recommendations for improvement. The review panel consists of two internal members, neither of which can be from the program being reviewed, and one external member, who has the responsibility of writing the team report. After the team report has been completed, the program has the opportunity to respond to the team report. In addition, there is an administrative response that is given to each program after the review is completed.

In addition to the five-year program review, each department must complete a departmental assessment report every other year. The Assessment Advisory Committee will evaluate each departmental assessment, using a common rubric.

An outline of the components of the departmental assessment report is shown below.

Departmental Assessment Plan Outline

- I. Departmental Program Goals and Learning Objectives by Major
- II. Courses Fulfilling Departmental Program Goals and Learning Objectives
- III. Assessment Instruments: Direct Measures and Indirect Measures
- IV. Assessment Results
- V. Improvements Based on Assessment Results

Furthermore, the Teacher Education program is fully accredited by The National Council for Accreditation of Teacher Education (NCATE) and the Missouri Department of Elementary and Secondary Education (DESE). As part of the Teacher Education program, the MSE – Curriculum and Instruction program will adhere to state and national accrediting bodies.

Faculty performance evaluations will be conducted as per regular University policy. Faculty performance at Missouri Southern is evaluated on either an annual or biannual (every two years) basis, depending on the status of the faculty member. Faculty must provide evidence of excellence in teaching, scholarly activity, and service.

Faculty Qualifications

All faculty will be academically and/or professionally qualified to teach available courses. The graduate courses will be part of the regular load of the faculty teaching similar to our current policy with our collaborative graduate degrees. Not all faculty members will be teaching graduate courses at the same time; graduate teaching assignments will rotate each semester among the faculty. With the reassignment of coursework and using part-time faculty, there will be no additional workload for the full-time faculty.

Each faculty member that will be teaching courses for this graduate program will be teaching, at the maximum, one 3-credit hour course in this program per semester, to make a total of 12 teaching load hours per semester (12 teaching load hours per semester is considered full-time at MSSU).

Support Services

Graduate students will have access to the same types of support services that all Missouri Southern students will have. This includes the Advising, Career, Library, Information Technology, and Disability Services as well as Counseling and Testing Services, Financial Aid assistance, Health Center utilization, Beimdiek Recreation Center access, and membership in student organizations.

Advisement – Dr. Susan Craig has been designated as the advisor for the graduate students in the Curriculum & Instruction Program. Office hours and email will be available for students during times to accommodate this population of students. The Academic Advising mission at Missouri Southern is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning. Students in need of additional support may be directed to ACTS – Advising, Counseling, and Testing Services

Financial Aid – The MSSU Office for Financial Aid has provided a link designated for graduate students. Application, aid descriptions, and eligibility are key areas outlined for students.

<http://www.mssu.edu/financial-aid/graduate-students.php>

All graduate students will be assigned a financial aid counselor. Counselors will be available at times to accommodate our graduate students.

Career Services – The Office of Career Services can help graduate students with their career path, develop personal career goals, and prepare for the job market. Career Services offers assistance free-of-charge to all MSSU Alumni. Annually the Office sponsors an Education Job Fair open to all students and employers.

Health Center – Graduate students have the option to pay a fee for services rendered by our Health Center.

Beimdiek Recreation Center - Graduate students have the option to pay a fee for services rendered by our Recreation Center. Membership includes use of the Beimdiek Recreation Center and the Young Gymnasium Pool and Racquetball facility. Memberships can be purchased in the Recreational Services office.

The Spiva Library at Missouri Southern is the major information resource on campus. A SUMMON search (searches our books, periodicals, government documents, and electronic resources) using the terms "curriculum", "education", and "instruction" and limited to "scholarly publications, including peer-reviewed" revealed 9,140 articles in journals and 2,310 books/e-books. Specifically, a few of our discipline-specific referred journals include Childhood Education, Educational Leadership, Learning and Leading with Technology, National Council for the Social Studies, Reading Horizons, and YC: Young Children. The following available electronic resources would be important for the MSE-Curriculum and Instruction program: Chronical of Higher Education, DISCovering, Education Full Text, ERIC, Horn Book Guide Online, Kraus Curriculum, Magazine Article Summaries (MAS) Ultra School Edition, Primary Search, ProQuest Education Journals, and Teacher Reference Center. In addition, the Association of Research Librarians (ACRL) Education Behavioral Science Section's Instruction for Educators Committee, which is

the new standards, guide teacher education faculty and instruction librarians in developing information on literary instruction for teacher education students and enable the evaluation and assessment of such instruction and curricula through benchmarking outcomes is available.

CROWDER COLLEGE

OFFICE FOR ACADEMIC AFFAIRS
Neosho, Missouri 64850
(417) 455-5740 / Fax: (417) 455-5511

September 22, 2014

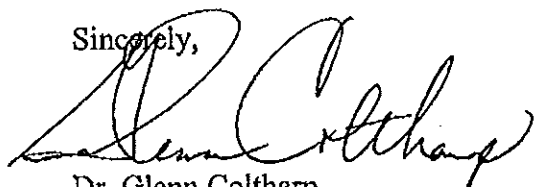
Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

To Whom It May Concern:

On behalf of the students, staff, faculty, and administration at Crowder College, we are very excited about the potential of Missouri Southern State University offering the MS in Curriculum & Instruction at the Crowder College-McDonald County Campus and the Crowder College-Nevada campus. This will provide a great opportunity for the patrons in both communities to continue their education of working towards the completion of a graduate degree.

We are very proud of our partnership with Missouri Southern State University. The more we are able to work together and offer collaborative projects like this, the more the patrons of Southwest Missouri benefit. If you have any questions regarding Missouri Southern State University offering the MS in Curriculum & Instruction at the Crowder College-McDonald County Campus and the Crowder College-Nevada campus, please do not hesitate to contact me.

Sincerely,



Dr. Glenn Coltharp
Vice President of Academic Affairs



Webb City School District R-7



"Striving to Prepare Today's Youth to Meet the Challenges of Tomorrow's World"

411 North Madison

Webb City, Missouri 64870

(417) 673-6000 Fax: (417) 673-6007

Dr. Kevin Cooper
Assistant Superintendent
Business Operations

Dr. Anthony Rossetti
Superintendent of Schools

Dr. Trey Moeller
Assistant Superintendent
Instructional Services

September 22, 2014

To Whom It May Concern:

The Webb City R-7 School District is very excited about the ongoing and future relationship with Missouri Southern State University as we partner in their efforts to provide post graduate opportunities of study for area educators. We consider it a great honor to serve as a satellite location for any program they offer.

Sincerely,

Trey A. Moeller, Ed. D.
Assistant Superintendent